



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 5 Term 2 No. 2 2019

65 Woodsome St, Mount Lawley
Western Australia 6050 ABN 47 842 936 866

MAIN ADMINISTRATION
PHONE: 08 9471 0300 FAX: 08 9271 1126

MIDDLE SCHOOL (YRS 7-9)
PHONE: 08 9471 0350 FAX: 08 9471 0338

SENIOR SCHOOL (YRS 10-12)
PHONE: 08 9471 0320 FAX: 08 9471 0329

www.lawley.wa.edu.au
mountlawley.shs.enquiries@education.wa.edu.au

Principal's Report

By the time you have received this edition of the Lawley Update another term will have ended and teachers and students will be on a well-deserved break. Along with the Director General and nineteen other principal colleagues I am attending an executive leadership course at Harvard University in Boston and will be away for the last four days of term. This is a very exciting opportunity and I am looking forward to attending lectures and tutorials with some of the world's leading academics.

It has certainly been a very busy term and there have been many highlights. One of which was the induction of the third group of Lawley Legends last Friday night. We had eight outstanding inductees who have each made a major contribution to society in a variety of fields. This year's inductees are:

- Brian Cadd (1963) - Musician, Aria Hall of Fame,
- Lynette Chester (1964) - instrumental in setting up Alzheimer's Australia WA,
- Sue Doherty (1965) - Mayor,
- Warwick Hemsley (1972) - Business & Philanthropy,
- Natalie Locke (1986) - Broadcaster,
- Robert Newman (1980) - Inventor & Entrepreneur,
- Rod Randall (1977) - Environmental Science,
- Simon Stone (1968) - Judge.

It was a wonderful and very positive evening and our current students in attendance enjoyed speaking with these distinguished Australians. If you are aware of any alumni who have gone on to make a major contribution please feel free to email me at Lesley.Street@education.wa.edu.au

On Saturday 15th June the annual Lawley Art auction evening was held. The evening is the culmination of the LAA committee's work which started in early February with fortnightly meetings that turned into weekly meetings this term. The

CONGRATULATIONS



Hunter 1001

Hunter has been selected to represent Western Australia in the 2019 Basketball Championships. He will be competing at the School Sport Australia National Basketball Championships in Bendigo, Victoria in August



Filip 8F5

Filip will be competing in the 2019 Australian Inter schools Snowsports Championships which will be held in NSW. Filip is competing in Alpine Ski Racing and Ski-Cross (Freestyle) events.



Lochan 1002

Lochan was invited to attend the Badminton Oceania Para Badminton Training and Development Camp in Melbourne. The training camp was attended by players from Australia, New Zealand, Fiji, PNG and Tonga. It was 2 days of intensive training, gym sessions and presentations on health, injury prevention, diet etc.

After the camp Lochan competed in the Australian National Para Badminton Championships which took place on Saturday, 29 June. Lochan was undefeated in the Men's WH1 Singles event and came away with the Men's WH1 Singles Title and the Men's WH1/2 Doubles Title with his partner, Grant Manzoney.





parents and Sue Faranda have worked tirelessly and by my calculations have spent over a thousand hours organising the event which featured the work of over 85 artists going under the hammer. All money raised goes to the SVAPA and music programs. The final amount has not yet been determined but we expect it to be over \$20k. Well done to everyone involved in the organisation of the major school function.

The executive team is very proud of the calibre of our teachers and this year we have nominated two staff for the WA Education Awards. We re-nominated Sunila Singh, Economics teacher for the second time as I think she is an outstanding teacher whom I rate very highly. She contributes enormously to the students and staff at school, is used as an expert by SCSA and her professional association. Pippa Beetson, EALD teacher is the second nomination and she was nominated by a colleague Jordan Newton. Jordan put a lot of time and effort into the nomination documentation. The Department will announce the finalists on 23 July. I have also nominated our wonderful Teacher in Charge of Music Michelle deRozario for the ARIA Music Teacher of the Year Award which closes on July 1.

A number of our Year 12 students will be attending an ATAR Exam Preparation Program during the break. The classes in each subject will run for six hours and have been heavily subsidised by the school to enable our students to have the opportunity to revise the content and prepare for their ATAR exams.

It is always pleasing to receive positive feedback about our students from members of the public and parents. This week I have had three emails from different people praising the behaviour and helpfulness of some of our students in various settings including on buses going home, waiting at bus stops and at the local shops.

I look forward to welcoming students back to school on Tuesday 23 July 2019.

Lesley Street, Principal

NEW LAWLEY LEGENDS INDUCTED

On Friday night, 21 June Mount Lawley SHS inducted our latest set of Lawley Legends in a formal ceremony in the Year 9 Building. It was wonderful to have 6 of our new Legends in person, with messages from the two who were unable to join us.

Congratulations go to: Brian Cadd (Class of 1963), Lynette Chester (Class of 1964), Sue Doherty (Class of 1965), Warwick Hemsley (Class of 1972), Natalie Locke (Class of 1986), Robert Newman (Class of 1980), Rod Randall (Class of 1977) and Simon Stone (Class of 1968).

Andrew Paul, School Chaplain and Alumni Coordinator





NEW LAWLEY LEGENDS INDUCTED





NEW LAWLEY LEGENDS INDUCTED





YEAR 12 STUDENT DELIVERS ADDRESS AT PERTH FESTIVAL DANCE PERFORMANCE



Year 12 student Cloe delivered the closing remarks at *Kwongkan*, an aboriginal-themed contemporary dance performance about sustainability and climate change, at the Perth Festival show this year.

*Kya, hello my name is Cloe and I am seventeen year old. I would like to begin with an aboriginal proverb: **We are all visitors to this time, this place.***

We are just passing through. Our purpose here is to observe, to learn, to grow, to love... and then we return home.

This quote shows how wise Aboriginal people's approach to life was and how much reverence they had and still have for the earth. This ancestral wisdom that all Aboriginal populations had, allowed them to thrive for millennial.

But as our current civilization is growing, this sort wisdom is slowly being forgotten. Many of us think that progress and scientific consensus are the only things we need in order to live prosperous lives. But in less than a 100 years, our current post-industrial civilization has had more impact on the earth and the climate than the 200 thousand years before then. It is an acknowledgment of the fact that the threat of climate change is assuming critical proportions.

Each and everyday, new events related to the uncontrollable effects of climate change are taking place all over the world. Now we find ourselves barrelling down the highway towards mass extinction, increasingly erratic weather patterns and extreme temperature fluctuations. Climate change is not a matter of perspective or political standpoint. It has been acknowledged as the biggest threat to the survival of our planet and human kind.

This is why it should concern every single one of us. But especially young people, And as a young person, I am concerned. I am scared to live in a world where the variety of plastic in the ocean will be as diverse as the remaining species of coral in the great barrier reef. Where the landscapes of my childhood will become the new expansion plan of a coal mine. Where my future as a human being will be compromised by the mistakes of the generations before me.

To all the adults here, did you have to worry about those issues when you were my age? Is it fair for me and all the children in the world, to bear the mistakes of our predecessors or suffer the consequences of bad political idleness? The effects of climate change will not result in the loss of some points on the stock market or some votes in a political campaign but in the downfall of our humanity. But it does not have to be that way: We all have been told that the problem of climate change is too big to handle and that we are too small to do anything. But what I have a

learned in my short life, is that we are never too small to make a difference.

Our everyday choices, to the food we consume to the clothes we wear, can make such a big impact on nature, the climate and people's lives. But you don't have to be a genius or to come up with the schemes an amazing machine to change the world.

Most of all, we need to reshape our way of thinking. We have to be capable of overcoming our indifference and apathy for our planet and our climate. Every great revolution starts from within. Just broadening our horizons and opening our minds to new possibilities in terms of positive change and green innovations can make such a big impact on us and those around us.

In the past few years, an environmental revolution has started to take place in all over the world. People driven off by the envy of changing this future into something so positive and so powerful are leading this environmental revolution. From Australia to Sweden, thousands of young people have raised their voices against political inaction regarding climate change, forcing political world leaders to address the issue in a real meaningful way. Last week, the United Kingdom's became the First Nation in history to declare a climate change state emergency.

What I have also learned is that You don't have to be a genius or to come up with the schemes an amazing machine to change the world. And as we know our thoughts become our words and words become our actions. And it is our common actions that are going to dictate who we are and who we will be as a single Humanity. So let our actions to be filled with respect and ancestral prescience for the Earth and the climate as it will shape our future and the future of generations to come.

After all:

We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to

Thank you





YEAR 10 GIRLS CRICKET WACA GALA DAY

After much anticipation and excitement, the final culmination event for two Year 10 girls classes (Ms. Jones and Miss Buttons) who have been involved in a pilot program with Cricket Australia and the WACA finally arrived on June 20th.

The girls had been participating in a great program at school and were very excited. The weather held out, the sun shone and no rain.

We arrived at the WACA and were all made very welcome. We did a short walk up to the Matagarup Bridge where the Indigenous Seasons were pointed out to us along with the connection between the WACA and Optus Stadium. Students presented their trophy history and World Cup Trophy designs. An early bite to eat at the Queens Gardens and then the tournament began. Our Teams and School Name were up on the big screen and it was so amazing to be able to say "I played Cricket on the WACA". Students played and scored their T20 World Cup games on the WACA field, dressed up in the colours of their nation. It was so much fun. They were spoilt with prizes and refreshments and had lots of WACA staff on hand helping out and Amy Edgar from the Western Fury was also helping umpire and providing some expertise. We had our presentations with New Zealand taking out the Trophy award, and Sri Lanka winning the T20 Cup on the day and England taking out the school T20 Cup overall. It was a great finish to an awesome program on Cricket. I think we are going to see some social girl's teams from Mount Lawley over the next couple of years. What an experience! "Can we go again tomorrow?"

Ms Sharon Jones, Health & Physical Education









MUSIC CAMP

This year's Music Camp would have to be the best one we have had so far. Everyone thoroughly enjoyed the camp and are ready to perform in their bands for Western Australian School Concert Band Festival and the ECU WAAPA performance.

This year we had an amazing quiz night which had two 2nd places and an amazing creative round which was the funniest on the camp. We also had a movie night where everyone watched Spiderman Homecoming, picked by Mrs. D obviously. Overall we had a great camp with everyone having fun and practicing their instruments. I hope next year will be just as fun!

Georgia Dixon 12H

Photos by Eloise Osborne & Georgia Dixon



**Creative Writing :****Science Fiction theme: "Touch Down on the Red Planet"****Student name: Remy Bell****Year group: Year 7****Teacher: Miss Aleksandra Zdravkovic**

Touchdown on the Red Planet

We had landed on Mars. We were the first humans ever to do it. Me, Gary, and Bob. We thought we were invincible when we touched down, but that feeling of triumph quickly evaporated as soon as we looked out the window. Lined up facing our ship, in perfect battle formation holding weapons we couldn't even comprehend, they stood. They were grotesque, green creatures. Six of their arms were moving in the same hypnotic pattern, while the other two held their weapons. Their faces were green, almost toad-like. When they finally made contact it was in a way we had never heard before. Almost as if those creatures were speaking directly into our minds. "You have five sectards to surrender," the mind-voice whispered. Me and my crew were in such a state of panic, fear, and bewilderment that those five sectards flashed by in an instant.

Before we knew it they had taken over our ship. Bob was carted off in some sealed container, Gary was passed out on the surface of the red planet, and I was being poked in the back by what resembled a spear. "Move along!" The voice said again. I didn't. I stayed where I was. "What are you doing to us?" I yelled. The creatures looked at me in amusement. Suddenly, lights flashed and I was unconscious.

"Where are you, Soldier 34?" bellowed Sergeant. Why did Sergeant always pick on me? Because I had three less arms than everyone else? Because I had a vastly superior intellect? Because I once called him a witless dishcloth? Well, it couldn't be that last one because there is no way Sergeant would know what a dishcloth is. Maybe it's because I know. I know what he did. I know how he killed them. How he almost made the humans go extinct. All those years ago. "All to attention!" In unison all the soldiers snapped their heels and clapped their hands. The noise was, as would be expected when you have six hundred hands banging together. "Today is the day! We

capture a human, and we take over their planet!!" Always with the war. We could never settle any dispute peacefully.

"Weapons ready!" Yelled Sergeant. We had lined up, ready to storm their craft. Our whole arsenal pointing at one measly ship. Whoosh came the ship. The humans inside looked full of triumph until they glanced out the window. "You have five sectards to surrender," said Sergeant, in the mind-voice. "One!" Sergeant counted out loud. "Two! Three! Four! Five!" The whole army tensed, waiting for the command. "Charge!" In no time at all we had the humans out of the ship. We carted one away in the vacuum box, left one lying on the surface to be collected later, and took one away for questions. Despite our success, I still quivered.



I woke up in a dark room. No lights, No view outside. Just as I was starting to panic, I heard a voice. Not as strong as the one I heard when our ship was apprehended, but a voice nevertheless. "Help our species, please. We are not vicious creatures. We do not want to dominate the universe. Just help us." Then I felt powerful. Powerful enough to destroy concrete. Powerful enough to Break out of here. Powerful enough to destroy an entire civilisation of aliens... "No." I said to myself. "Break out of here and return my crew home." I gathered my power. I felt it coursing through me, and I simply willed the chamber to explode. Then it did. Like C4 had been detonated inside the walls. Then I wanted to rise up to the surface. So I did.

They were waiting for me. All of their weapons pointed directly at my chest. Then one of them yelled in a language I couldn't understand. Then all hell broke loose.

I was in a rage. I couldn't see anything I just destroyed everything I came across. Bang! Bang! BOOM! Eventually there was nothing left. No aliens, no civilisation, no human ships. Nothing. Just me, an all powerful being floating on a desolate planet. I turned towards Earth. Maybe it was time for a new ruler.

By Remy Bell

Illustrator: Jaime Rockall



YEAR 11 INCURSION FOR PAST GAT STUDENTS

On Thursday the 13th of June, GAT graduates of 2018, now Year 11s, met up for a much anticipated GAT reunion. The session was a combination of a presentation from world-renowned motivational speaker David Castelaneli from Alpha Motivation and a delicious lunch, well received by all! David spoke on the key topic of social media; the impact, effects and some advice in optimising our usage. The talk was fascinating and most definitely relevant in the technology centred world we live in today; David offered countless techniques to help with the balance of school and social media, many practises kids have taken on board and are now incorporating into their daily habits. The gathering was also a great opportunity for old classmates to reconnect with one another and helped to get old friends back in touch. All in all, it was a wonderful morning, with great food, great company and certainly great lessons learned!

By Ella Dickie



MOUNT LAWLEY SHS STUDENT SELECTED FOR WA YOUTH THEATRE COMPANY PRODUCTION 'MEDEA'

Jack 9F7 has been cast as one of Medea's sons making his professional debut with Black Swan. Medea is a contemporary version of a classic, featuring some very fresh WA talent directed by Kate Mulvany and Ann-Louise Sarks at Studio Underground State Theatre Centre of WA, running from 8-25 August. Booking at bsstc.com.au Recommended 15+ as it contains adult themes.



This new adaptation of Medea, co-written by WA's own Kate Mulvany, puts one of history's most notorious family breakdowns under the microscope.

Locked in their bedroom, two brothers play games to pass the time, as siblings do. Off-stage, their parents are having a very famous showdown. At an inevitable moment, the children will be drawn away from their games and into their parents' bitter argument. From there, they will enter mythology as the most tragic siblings of all time.

Smart, sharp and bittersweet. It is to Euripides' Medea what Rosencrantz and Guildenstern Are Dead is to Hamlet: a behind-the-scenes look at the lives of minor characters before the central plot take over.





ABORIGINAL EXCELLENCE PROGRAM KINGS PARK RECONCILIATION SERVICE

This year's Indigenous Veterans Commemorative Service, held at Kings Park, ran to the theme of "Voice, Treaty Truth". Mount Lawley Senior High School has been committed to this event since its inception eleven years ago and we should be very proud of our school's involvement. The School Choir and Band performed admirably in playing and singing both Abide With Me and the National Anthem. Aboriginal Excellence Program students continued with the honour of laying a wreath (on behalf of our school) at the site of the Eternal Flame.

The Commemorative Service holds a special place in the hearts of many Mount Lawley SHS students and it was wonderful to see the obvious pride displayed by all our students as they listened attentively and contributed to the success of this very special event.

Dr Philip Paioff, Aboriginal Excellence Program Coordinator



The Department of Veterans Affairs Planning Committee always do a wonderful job in organizing this significant event. A major address was presented by the Governor of Western Australia, the Honourable Mr Kim Beazley AC, who provided an interesting historical overview of the sacrifices made by the Aboriginal ANZACs. Mr Beazley is pictured below with Mount Lawley's AEP students.





ABORIGINAL EXCELLENCE PROGRAM KINGSPARK RECONCILIATION SERVICE





WESTERN ART MUSIC CONCERT

The first-semester music concert held on Tuesday the 25th June was an amazing and wonderful experience for both students, teachers, and parents, a night filled with stunning music played by students specialised in orchestral, band and ensemble repertoire.

The parents of music students were able to experience the ensembles in a professional and finely tuned (excuse the pun) performance. Many parents, I'm sure, have been dealing with some squeaking violins and some out of tune guitars in preparation for the concert, but by the night of the concert, everything turned out even better than expected!

Students in the contemporary and jazz concert/s coming on the 15th of August concert; turn up those amps and start practicing - parents might want to invest in some earplugs. I hope to see more parents in the upcoming contemporary concert after such a successful turnout from our western art performers!

Leon Sam, School Music Captain





WESTERN ART MUSIC CONCERT





YEAR 12 CHILL OUT DAY



This week our Year 12 students had their Chillout afternoon. Our Health Committee is a *Local Drug Action Group* and they funded the event.

Students had a Party Safe presentation from Red Frogs and took part in a lively Zumba class or a silent disco. They finished the day with a great lunch catered by our Year 11 Hospitality students.



Our energetic Zumba instructor Yannick Benoit is offering a special discount for students at his classes held locally in Inglewood. A student concession, \$10 casual class or \$80 for a 10 class pass, this is normally \$12 casual and \$100 10 class pass. If you would like to try a class, please see Suzie Barnes for a free trial pass.
Suzie Barnes, Healthy Active Coordinator

ZUMBA
 Mondays 6PM-7PM
 Saturdays 9.30AM-10.30AM
 Free Trial \$12 casual 10 for \$100
 YANIQUE .com.au
 BOB DANIELS HALL
 895 BEAUFORT STREET
 INGLEWOOD
 f YANIQUEAUS | YANIQUE_AUS | YANIQUE.COM.AU | 0431127654





YEAR 12 CHILL OUT DAY



YEAR 8 RIVER CRUISE





YEAR 8 RIVER CRUISE





YEAR 9 SPORTS CARNIVAL





YEAR 9 LIGHTNING CARNIVAL 2019

On Wednesday 19 June, the Year 9 students participated in the School Sport WA's North East Regional Group (NERPEA) Lightning Carnivals. Close to 230 students represented Mount Lawley Senior High School in Soccer, Basketball, Volleyball, AFL, Netball and Floorball.

As ambassadors for the school in the community, student's behaviour and attitude was fantastic with many accolades received from coordinating teachers about our students.

Our best results being:

- 1st Girls Volleyball**
- Division A Runners up in Boys Basketball**
- Division C Boys Soccer winners**

The Year 11 Certificate II Sport Coaching students were assigned teams on the day to apply their knowledge of coaching and officiating in an industry situation. All students, once again, represented the school well and had a positive effect on the Middle School students they were coaching.

Well done to Miss Morskate for coordinating the day and a big thank you to all staff, students and support staff for their assistance with the day, the day does not work without you.

Mr Adam Zen,
Program Coordinator Health and Physical Education



YEAR 10 -12 BADMINTON COMPETITION

Mount Lawley SHS sent twelve teams to the School Sport WA Badminton competition held on Friday June 21.

Six boys and six girls teams played a series of games against 15 other schools and many of our teams did well.

Special mention to the teams of Jerry Dang & Isaac Clementson as well as Aditya Patel & Long Nguyen whom nearly made it through to the quarter finals, which was dominated by Rossmoyne Senior High School.

Mr. Reid Hamilton, Health & Physical Education

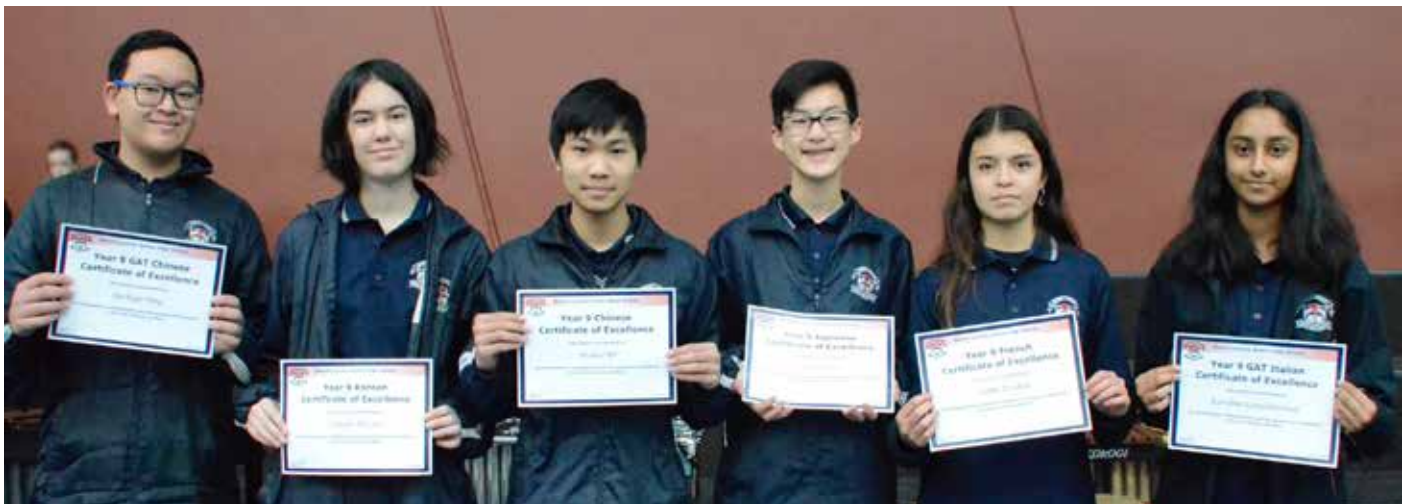




TERM 2 MIDDLE SCHOOL ASSEMBLY



Design and Technology Year 7-9 Awards



Languages Year 9 Awards



Languages Year 8 Awards



Languages Year 7 Awards



SCHOOL JAZZ QUINTET SHINE AT PRESTIGIOUS OPUS CONCERT

On the 1st July at the Perth Concert Hall, our Jazz Quintet played at the Opus 2019 showcase concert in the evening. This is a very high profile concert featuring the state's most outstanding Government School orchestras, bands, choirs, and ensembles. Our students performed in the intermission to guests and VIPs.

This was an absolute highlight of the night. The energy, enthusiasm, and professionalism demonstrated by our quintet were exceptional. We are very proud of their efforts and their commitment.

Congratulations to Blake, Callum, Joshua, Kate, Gabriel Luca.



AUSTRALASIAN CONFERENCE PERFORMANCE

At the end of May the Chamber Jazz group made up of Blake, Kate, Callum, Gabriel Luca and Joshua played at the Art Gallery of WA to international guests for the Learning Environments Australasian Conference organised by architects and educators.

Their professionalism was exceptional and they played absolutely brilliantly. A number of guests had assumed that the band was a professional group and were amazed to find out they were high school students.

Michelle Derozario, Music Department



CHAMBER JAZZ BAND PERFORMS AT OPENING NIGHT

Mount Lawley SHS Chamber Jazz Band performed at the Year 12 Perspectives opening night during Term 1 at the Art Gallery of Western Australia. The band's professionalism and musicianship were absolutely superb. The Arts Minister Hon David Templeman MLA was very impressed by their excellent playing as was the crowd of 300 plus VIPs and community members.

A huge thanks to Ms. Shahna Gallagher for her support in setting up and a huge thanks to Chris Scaglione for his tireless enthusiasm and inspiring teaching.

Congratulations to Blake, Callum, Kate, Robert and Joshua. Bravo!





SCHOOL PSYCH CORNER IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



DBTeen: Mental wellbeing skills groups for young people and families

A WA Primary Health Alliance (WAPHA) funded trial program delivered by Lifeline WA in the Primary Care environment.

Are you struggling with distressing feelings and thoughts? Do you struggle with mood swings? Is managing your anger a problem, causing conflict with peers and/or family members? Do you have feelings of emptiness or a limited sense of identity? Are you behaving in frequent impulsive or self-destructive ways? Do you want to learn a range of skillsets with which to better manage your emotions, behaviours and relationships?

Lifeline WA is offering 12-week DBTeen skills groups which will cover the following key components:

Mindfulness skills: staying focused on the present moment without having to react.

Distress tolerance skills: coping with distressing situations and painful emotions without making things worse.

Walking the Middle Path skills: balancing ways of thinking and behaving to improve flexibility in responding to common family dilemmas.

Emotion regulation skills: developing skills to use when faced with intense and painful emotions.

Interpersonal effectiveness skills: communicating your needs and wants, improving relationships, and building self-respect in relationships.

WHO CAN ATTEND?

Young people aged 14-18 who are experiencing difficulties managing their emotions and behaviours are eligible for this program. Unfortunately, young people who are already receiving tertiary psychiatric/mental health services are not eligible. For more information on eligibility, refer to the DBTeen Referral Brochure here.

COST: There is no charge. DBTeen is fully funded by the West Australian Primary Health Alliance.

More information:

A referral form will need to be completed by either: you, your parent or guardian or carer, your GP, your mental health provider or your school psychologist.

Prior to group commencement, teens and their carers will attend an assessment and an induction session to familiarise themselves with DBT basics.

Get in touch at DBTeen@lifelinewa.org.au

DBTeen Program Term 3 Locations:

Groups will take part concurrently in four districts: Gosnells, Cockburn, Wanneroo and Swan and are facilitated by skilled and experienced DBT therapists. They are due to commence in the week beginning 22nd July and conclude in the week ending 1st November (note there is a break for September school holidays).



BLUE FREE DRESS DAY

The Student Council recently organised a Wear Blue For Beyond Blue Free Dress Day. For a gold coin donation, students were able to wear blue clothing to school for the day.



Mentally Healthy School

All monies collected were donated to Beyond Blue to support mental health care for depression and anxiety. Mount Lawley SHS has a Student Wellbeing committee who support such events and we are an official Act Belong Commit Mentally Healthy School

*Suzie Barnes,
Healthy Active Coordinator*



Curtin University

Scholarships for students looking at enrolling at Curtin University in 2020 open on **21st July 2019** (Curtin Open Day). There are a number of scholarships available to support students from all backgrounds to realise their potential. For further information, please visit scholarships.curtin.edu.au



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
 The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS Password MLSHS6050**

WEEK 17- HEALTHY FOODS-FRESH IS BEST

Parent Wellbeing: Choose a strength you would like to develop in yourself, describe your reason for choosing it and ways to develop it.

Our students' generation is the most bombarded one of all time with questionable advertising about the merits of and social benefits associated with eating processed fast foods. Unfortunately, many adults are also mesmerised by the lure of junk food and seldom do we see an empty carpark at these establishments.

Processed and refined foods are more difficult for our bodies to digest and the nutritional value of them lower than that of fresh whole foods. Add the trans-fats, extra salt and sugar and subtract vitamins, minerals and good fats and you have the precise value of these types of foods. And this is occurring as people are exercising less, becoming more obese and the early onset of diabetes becoming more prevalent.

Our young people are our future and should they continue to devour large quantities of refined foods, as opposed to nutritious fresh whole foods, then the patterns of deteriorating physical health will continue escalate as is occurring with their mental health.

Eating healthy is easy, tasty and very good for us. Our bodies are machines which require quality materials to fuel our efforts; it's little wonder many of our students lack the energy to stay focused in class.

"We are what we eat." Saying

WEEK 18 – ETHICAL LIVING

Parent Wellbeing: Gilbert Chesterton once said, "there are no uninteresting things, only uninterested people." Describe three things you are uninterested in, but really need to be interested in to achieve what you have set out to do.

To quote Howard Gardner from his book Five Minds, "I have nothing against excellence, but at the end of the day, the world doesn't need more of the brightest and the best, but more of those of good character." The five minds he describes are the creative, critical, synthesising, respectful and ethical minds.

For a decade, the relentless pursuit of literacy and numeracy through standardised testing, has seen insufficient time allocated to building students' social-emotional resilience, wellbeing, ethical mindsets and the capacity to nurture respectful relationships. This has seen a huge escalation in adolescent mental health and relationship issues. It's time to put wellbeing ahead of data collection.

Teaching students about what living ethically looks like, sounds like and feels like will sow the seeds to strengthen their characters. These include acting in ways which they know will benefit their and others' wellbeing because they matter and making choices based on what their minds tell them is the right thing to do for them. Also, not doing something for personal, material or prestige gain at the expense of others, being grateful for good things that happen and using their top strengths in their every thought, word and action to do good to feel good.

"Our characters are a result of our conduct." Aristotle

WEEK 17

MIDDLE PLANNER

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SENIOR PLANNER

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EXERCISE AND VITALITY

HEALTHY FOODS

Wellbeing Bank: to boost my Exercise and Vitality by eating healthier foods.

Many people today are not making an effort to eat healthy fresh foods and are eating more and more processed and junk foods. The result, is that more of them are suffering from the early onset of diabetes and becoming obese. The foods' reality is this – fresh home cooked foods contain more vitamins, minerals and nutrients for your body than most processed foods or takeaway foods.

Fresh foods enable your body and mind to function at a more efficient level for you to become your best possible self. Describe the types of fresh food that you currently eat.

Some processed foods are much more difficult for your body to digest and may contain more fats, sugar, preservatives and salt. Have a growth mindset to be your physical best. > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to choose to eat more fresh foods and less processed foods?

- 1.
- 2.

MINDFULNESS ACTIVITY

Food Names – write down as many foods as you can beginning with either b or m. Which of these do you like and why? What dishes are they used in?

RESILIENCE BUILDER

While you have your top character strengths on your wheel to use in your every thought, word and action, you also are in the process of building your social capabilities. With two friends brainstorm at least ten of these capabilities that you believe you need to have for healthy wellbeing.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

STRENGTHS' BOOSTER

HERO STRENGTHS (see pages 8-9)

CHARACTER STRENGTH PERSPECTIVE
www.viacharacter.org

EXERCISE AND VITALITY

FRESH IS BEST

Wellbeing Bank: to build my Exercise and Vitality through eating more fresh and less processed and takeaway foods.

The reality is that fresh foods are far better for you than most processed and takeaway foods, because they contain more vitamins, minerals and nutritional benefits. Your body can easily digest them to improve its functioning and they help build your body's immunity to disease. They are in the fresh food sections of supermarkets and shops and eating them close to their natural state assists your overall health. Describe the fresh foods you regularly eat.

A nutritious diet is rich in lean meats, proteins, fresh fruit and vegetables, whole grains, natural herbs and spices and can include eggs which contain nearly everything your body needs; oily fish such as tuna, sardines and salmon which are high in vitamins; green leafy vegetables – such as spinach – which are high in antioxidants and broccoli; onions and garlic to fight blood pressure and cholesterol. Some processed and takeaway foods are more difficult for your body to digest and usually contain more fats, sugar, preservatives and salt and lack the vitamins and minerals of fresh foods. Remember breakfast, the main daily meal. > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to eat more fresh foods to improve my physical health?

- 1.
- 2.

MINDFULNESS ACTIVITY

Food Names – write down as many foods as you can beginning with either b or m. Which of these do you like and why? What dishes are they used in?

RESILIENCE BUILDER

There is absolutely no luck involved in performing well on exams and assessment tasks: it is totally about how you prepare. Look at pages 136 to 138 to learn how to prepare thoroughly. Write down five processes you will start doing.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

HOW DID YOU FEEL THIS WEEK?



WEEK 18

MIDDLE PLANNER

PAGE 58

SENIOR PLANNER

PAGE 58

MEANING AND PURPOSE

ETHICAL LIVING

Wellbeing Bank: to add to my Meaning and Purpose by learning how to live ethically.

To live and act ethically, you act in ways which you know will benefit others' and your wellbeing and make choices based on what your mind tells you is the right thing for you to do. Don't do something for personal or material gain. Use your top strengths to make a positive difference.

Before acting ask yourself, will it be fair, safe and legal for all involved? Will it enable me and others to experience positive emotions? Describe how you currently make decisions on how you live and act.

Ethical behaviours include:

- showing empathy for others' feelings
- doing selfless kind actions for others
- being honest with others and yourself
- respecting others' rights to have an opinion and then listening to it
- valuing the planet we live on
- following through on what you say you will do.

ACTIONS

What are two things I will start doing to live more ethically?

- 1.
- 2.

MINDFULNESS ACTIVITY

Heart Feelings – reflect on the feelings your heart has right now and describe them. Draw a picture of your heart and write your feelings on it.

RESILIENCE BUILDER

Studies show clearly that people who write down their goals and set little targets to aim for every two weeks are far more likely to accomplish their goals. With a friend describe the ways you currently set your goals. Look at page 19 for ideas.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

WELLBEING FITNESS CHALLENGE

LOOKING FORWARD (see pages 10-11)

CHARACTER STRENGTH SPIRITUALITY
www.viacharacter.org

MEANING AND PURPOSE

ETHICAL AND RESPECTFUL

Wellbeing Bank: to boost my Meaning and Purpose through understanding how to live my life ethically and respectfully.

To live ethically and respectfully means you choose to think and act in ways to benefit others' and your wellbeing. Your moral compass tells you what is right for you to do and you don't do things for personal gain at the expense of others. Describe what you currently do to live ethically and respectfully.

Ethical questions could be: is it fair for all involved; is it safe and legal; will it enable others to experience positive emotions; and does it build others' and my wellbeing?

Ethical behaviours include showing empathy for others' needs and feelings, doing selfless acts of kindness to make a positive difference to others' lives and being honest with others and yourself. Respecting others' rights to have an opinion and then allowing them to share it.

Valuing our planet to provide what we need for our lives and doing what you say you will do and following through. An ethical dilemma is having two choices about what you will do and by choosing one you feel that you have done wrong by not doing the other. > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to live and act more ethically and respectfully?

- 1.
- 2.

MINDFULNESS ACTIVITY

Heart Feelings – reflect on the feelings your heart has right now and describe them. Draw a picture of your heart and write your feelings on it.

RESILIENCE BUILDER

The Power of Yet is a powerful motivator when you believe it in your heart. Often senior students blame teachers and external factors for their lack of progress. Look at which of your strengths, which Wellbeing Builders and which Habits of Minds will enable you to lift your efforts to try new things to achieve your Yet. Describe three times you used the Power of Yet.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

HOW DID YOU FEEL THIS WEEK?





WEEK 19 – NOT ENGAGING WITH BULLIES

Parent Wellbeing: A skill of social-emotional resilience is reaching out to build social connectedness with others. Describe how you do this and how you could do it better. (Acknowledgement: Rievich and Shatte)

Students know what bullying is, they understand the power bullies can have over them, they know what to do to not engage with them, but many of them still do. Why? It is their addiction with Fear Of Missing Out (FOMO). They open every single electronic communication they receive, including the cruel ones, and then the damage is done. In person bullying, while still severe harassment, is much easier for students to overcome or not engage with than electronic bullying.

Following are a number of proactive approaches which will assist students in not engaging with bullies:

- *Make up ten assertive language statements with the body language to match. The structure is, say what concerns them, how they feel and what they want to happen.*
- *Listening to and giving others time is the greatest respect they can give a person. They don't respect bullies, so switch off and don't give them any attention.*
- *Think about what are five strengths bullies overuse, underuse or misuse and what do they do.*
- *Make up ten positive I can and I will self-talk statements to stop them engaging with bullies.*
- *For each of their top strengths, write down one thought, one word and one action they could use not to engage.*

"I've got two reasons for my success; I'm standing on both of them." Betty Grable

WEEK 20 – MINDFUL COPING STRATEGIES

Parent Wellbeing: When you are not paying attention when listening to others, there can be little wonder and enjoyment in learning new things. Describe what you could do to pay more attention when listening.

There are many stressors which trigger negative emotions in students which cause anxiety in them about their capabilities to cope with peer issues and study demands. Unfortunately, often they only speak up about not coping when they are about to implode and give up. Having a number of positive coping strategies to reduce these anxious feelings is essential for their wellbeing.

Introducing students to new coping pathways provides them with opportunities to adopt growth mindsets to create their own strategies. The TED talk by Rita Pierson, 'Every kid needs a champion', provides great stimulation to do the above.

Adolescents on the whole are not comfortable in immediately asking for help from adults, therefore, it is important for us to take the initiative and raise the issue, by explaining that positive coping strategies are little positive actions which relieve pressure and they vary from student to student.

Positive coping strategies fall into four main categories:

- *Exercise – anything that lifts the heart rate*
- *Positive self-talk – personal assertive I can and I will statements, which work for the individual*
- *Personal support – a trusted adult; their champion who will stick with them*
- *Meditation – mindfully focusing on their breathing and their thoughts; see Why Self-Calming Strategies? (see index)*

"Wisdom is not knowing what to do now, but what to do next." Proverb

WEEK 19

<p>MIDDLE PLANNER PAGE 60</p>	<p>SENIOR PLANNER PAGE 60</p>
<div style="background-color: #f4a460; padding: 5px; text-align: center;"> <p>STRENGTHS AND EMOTIONS</p> <p>BUST BULLYING</p> <p>STOP BULLYING</p> </div> <p>Wellbeing Bank: to develop my Strengths and Emotions by using my strengths to increase my resilience to bullying. The greatest respect you can give to another person is to listen to them or take notice of messages they send. You don't respect bullies, so don't engage with them and use your strengths to see them for what they are, cowards, who misuse, overuse or underuse their strengths.</p> <p>What are three strengths you could use to bust bullying?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>When bullies hide behind social media take away their feelings of power over you by not replying, not reading the messages they send and show them to trusted adults. Social media is for you to connect positively with others, so be strong and turn it off when bullies use it to be negative. If bullied in person, use confident body language. Look the bully in the eyes and assertively tell the bully that you refuse to accept it.</p> <p>ACTIONS</p> <p>What are two things I will start doing to use my strengths to bust bullying?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>MINDFULNESS ACTIVITY</p> <p>Story Meanings – read or write a short story or poem and describe what it means to you and the emotions you feel.</p> <p>RESILIENCE BUILDER</p> <p>For each of the following social capabilities suggest the strengths you would need to use and the emotions you need to be in charge of to build them – self-awareness, self-control, empathy, self-motivation, managing relationships.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <div style="text-align: center; border: 1px solid black; padding: 2px;"> <p>CHARACTER STRENGTH FORGIVENESS</p> <p>www.viacharacter.org</p> </div> <p>STRENGTHS' BOOSTER</p> <p>STRUGGLE STRENGTHS (see pages 8-9)</p>	<div style="background-color: #f4a460; padding: 5px; text-align: center;"> <p>STRENGTHS AND EMOTIONS</p> <p>NOT ENGAGING WITH BULLIES</p> <p>NO TO BULLYING</p> </div> <p>Wellbeing Bank: to build my Strengths and Emotions through using my strengths to not engage with bullies. Unfortunately, bullies misuse their strengths to inflict misery on other people and often they hide in a cowardly way behind the invisibility of social media.</p> <p>If you are bullied, you have a choice as to whether you engage with them or not. For each of your top strengths, write down an action or thought process you could use to prevent you from being lured into their cruel game. Also, prepare ten positive self-talk statements you could say often to yourself to stop you from engaging with them. Describe positive self-talk you could use to not engage with bullies.</p> <p>It is important to self-regulate your emotions and not let them intensify. Being able to master your internal control to not engage will help you to avoid feelings of being anxious, helpless, powerless, angry and frustrated.</p> <p>If bullied in person, speak assertively and use confident body language to let the bullies know very clearly that you won't accept nor tolerate their behaviour. Don't blame yourself, it's the bully's problem totally.</p> <p>-> Website: Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing to use my strengths to not engage with bullies?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>MINDFULNESS ACTIVITY</p> <p>Story Meanings – read or write a short story or poem and describe what it means to you and the emotions you feel.</p> <p>RESILIENCE BUILDER</p> <p>Self-talk falls into three main areas, positive, negative and process. When you start to use negative self-talk, contest it immediately with positive self-talk to look for positives and possibilities. With a friend describe five situations when you have fallen into the trap of negative self-talk and how you contested it.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <div style="text-align: center; border: 1px solid black; padding: 2px;"> <p>CHARACTER STRENGTH TEAMWORK</p> <p>www.viacharacter.org</p> </div> <p>HOW DID YOU FEEL THIS WEEK?</p> <p style="text-align: center;">😊😊😊</p>

WEEK 20

<p>MIDDLE PLANNER PAGE 62</p>	<p>SENIOR PLANNER PAGE 62</p>
<div style="background-color: #f4a460; padding: 5px; text-align: center;"> <p>POSITIVE ENGAGEMENT</p> <p>MINDFUL COPING STRATEGIES</p> <p>I CAN</p> <p>I WILL</p> </div> <p>Wellbeing Bank: to add to my Positive Engagement by using my strengths. The moment you feel under pressure <i>mindful coping strategies</i> are ways you can use your top strengths to reduce the intensity of your emotions when you feel you are not coping with things. Sharing with adults you trust, is often the best strategy. The key is to be self-aware of the strength of your emotions. Describe coping strategies you currently use.</p> <p>Other coping strategies you could use include:</p> <p>Exercise: enjoy yourself moving to feel happy brain chemicals.</p> <p>Positive Self-talk: create 'I can' and 'I will' statements to lift and focus your efforts</p> <p>Personal Support: create ten different ways to ask your trusted adults for help</p> <p>Meditation: use mindfulness activities and deep breathing to self-calm yourself</p> <p>Reading: snuggle up and lose yourself in a book.</p> <p>Different people use different coping strategies and it will benefit your wellbeing to have your own to use.</p> <p>-> Website: Self-Calming Strategies, Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing when I realise that I'm not coping?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>TEAMWORK WEEK</p> <p>This week have fun and make a special difference to other peoples' lives by creating activities to use the strength TEAMWORK to grow relationships with your family, friends and school community.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <div style="text-align: center; border: 1px solid black; padding: 2px;"> <p>CHARACTER STRENGTH TEAMWORK</p> <p>www.viacharacter.org</p> </div> <p>WELLBEING FITNESS CHALLENGE</p> <p>MATTER VIDEOS (see pages 10-11)</p>	<div style="background-color: #f4a460; padding: 5px; text-align: center;"> <p>POSITIVE ENGAGEMENT</p> <p>PATHWAYS TO COPE</p> <p>Wellbeing Bank: to add to my Positive Engagement through creating and using pathways to cope when I'm under pressure. Social, emotional and academic stressors are normal parts of being a senior student and it's how you overcome them that is what matters; they won't go away on their own. Describe what you currently do when you feel stressed and not coping.</p> <p>When you feel stressed, the intensity of your emotions, not your strengths, are in charge of your thinking, which makes coping very difficult. Focusing on your strengths to create and then use pathways to put your prefrontal cortex back in charge of your thinking will overcome these feelings.</p> <p>Pathways to cope connect you with your inner self and include:</p> <ul style="list-style-type: none"> ↳ Exercise to release feel good brain chemicals, endorphins, into your bloodstream. ↳ Positive Self-talk to focus your mind on solutions, not problems. ↳ Family/Friends' Support to harness the power of other peoples' positive emotions. ↳ Meditation to breathe deeply and practise mindfulness activities. ↳ Your Champion, who will never give up on you and insist that you continually lift your efforts using your strengths. <p>Individuals cope differently with different stressors, so create your own pathways.</p> <p>-> Website: Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing to create and use pathways to cope?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>TEAMWORK WEEK</p> <p>This week have fun and make a special difference to other peoples' lives by creating activities to use the strength TEAMWORK to grow relationships with your family, friends and school community.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <div style="text-align: center; border: 1px solid black; padding: 2px;"> <p>CHARACTER STRENGTH TEAMWORK</p> <p>www.viacharacter.org</p> </div> <p>HOW DID YOU FEEL THIS WEEK?</p> <p style="text-align: center;">😊😊😊</p> </div>



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
 The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 21 – TEAM LEARNING POWER

Parent Wellbeing: Buy a packet of M+Ms and describe which emotions each colour reminds you of, when you last experienced it and what your thoughts, feelings and actions were. Don't eat them all.

When students practise using their top strengths doing the Wellbeing Fitness Challenges, Strengths Boosters and Weekly Character Strengths, they build their confidence and capabilities to share and combine their strengths with other students and teachers. This develops their resilience through social connectedness with those around them.

Group learning is an effective way to harness students' strengths by combining a wide range of abilities, points of view and attitudes to issues. Peer learning enables students to have input, be valued for their ideas and perspectives and learn how to cultivate collaborative and interdependent habits through mindful and empathetic listening.

Learning in teams also goes a long way to removing the perceived stigma of asking for help from their teachers. When students teach each other, they remember over 90% of the processes involved, and they are actively participating in real learning, not just filling the bucket.

Keys to a well functioning group include a valuing, tolerance and acceptance of individual differences and a clear set of agreed expectations for the group to operate by. To avoid having groups of similar thinking clones, set the expectation that they have two ears and one mouth and as such should listen twice as much as they talk.

"Alone we can do so little, together we can do so much." Helen Keller

WEEK 22 – PLANNING TIME TARGETS

Parent Wellbeing: Mindfulness is about connecting with yourself and the present moment. To achieve this, you need to find unplanned and unstructured time. Describe opportunities you may have to do this.

While students' Personal Timetables effectively allocates their time to their subjects and commitments, they also need to learn how they are going to organise that time to complete what they need to do. The willingness to plan and set time targets is a growth mindset to overcome these challenges. Once they have set time targets, they need to use their strengths to achieve them.

There is an effective structure and process to follow this week to enable students to master this more intelligent way to approach what they need to do. The Five E's of Learning thinking tool on the website is ideal to assist them in this pursuit.

Students need to set time target for tasks such as:

- completing unfinished learning
- practising subject material to reinforce concepts in their minds (If they can do it at home on their own, then they know it)
- connecting with and applying new knowledge learned to new situations
- revising what they have learnt to build strong and fast brain pathways
- reviewing notes from class in a structured manner; time targets are a must here
- going off on tangents which interest them and investigating new possibilities to explore and experiment with
- reading, researching, evaluating, reflecting, thinking and imagining.

"To master your time is to master your life." Alan Laekin

WEEK 21

MIDDLE PLANNER PAGE 64 SENIOR PLANNER PAGE 64

RELATIONSHIPS AND OPTIMISM

TEAMS OF LEARNERS

Wellbeing Bank: to develop my Relationships and Optimism by combining my and others' strengths to learn better.

The word **TEAM** stands for **T**ogether **E**veryone **A**chieves **M**ore, so it makes good sense to share, learn from, appreciate and value others' ideas. Combine your team's strengths to consider different perspectives and to bring out the best in others by asking them to tell you more. Describe how you currently learn together with other students.

Shared **TEAM** expectations to live by include valuing and accepting individual differences, one person should speak at a time, with no put downs. Have fun and be aware of body language messages.

Fill the following roles:

Organiser: creates framework so everyone is involved
Starter: gets things started
Recorder: collects relevant information
Verifier: checks for accuracy
Listener: thinks about the learning happening
Timer: maintains focus on time targets
Coordinator: ties input together
Finisher: ensures a stylish presentation
Energiser: encourages resilience to push on.
 > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to contribute more positively to teams of learners I am part of?

- 1.
- 2.

MINDFULNESS ACTIVITY

Cloud Pictures – go outside and lie on a towel or blanket looking at the sky for three minutes. Look for and describe the different pictures of things you can see in the clouds.

RESILIENCE BUILDER

To have a healthy sense of wellbeing and to enjoy the challenge of striving, thriving and flourishing at school, with a friend choose five strengths which could be the keys for you to make these things come true and why.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

CHARACTER STRENGTH FAIRNESS
www.viacharacter.org

STRENGTHS' BOOSTER
 FRIENDS STRENGTHS (see pages 8-9)

RELATIONSHIPS AND OPTIMISM

TEAM LEARNING POWER

Wellbeing Bank: to boost my Relationships and Optimism through learning together effectively in teams.

Sharing collaboratively in teams multiplies your learning power because you appreciate other points of view and perspectives and combine your and others' strengths.

Teams need shared expectations which could include listening mindfully and actively; learning from others by asking tell you more; valuing, respecting and accepting individual input; understanding body language messages; focusing on getting the task done; tolerating others, even when difficult and one person to speak, no put downs and have fun. Describe how you currently learn together with others.

Team learning becomes very powerful when there is a diversity of strengths, approaches and interests. Also, the following roles need to be filled by team members:

Organiser: creates framework so everyone is involved
Initiator: gets things started
Recorder: collects necessary and relevant information
Verifier: checks the accuracy of the data
Listener: thinks about the learning happening
Timer: keeps everyone focused on timeliness
Coordinator: ties the input from individuals together
Finisher: presents the learning in a stylish fashion
Energiser: encourages everyone to push on.
 > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to use team power to learn more effectively?

- 1.
- 2.

MINDFULNESS ACTIVITY

Cloud Pictures – go outside and lie on a towel or blanket looking at the sky for three minutes. Look for and describe the different pictures of things you can see in the clouds.

RESILIENCE BUILDER

Process self-talk is when you talk yourself through a series of steps to complete a process. With a friend describe five step-by-step examples of process self-talk you have used in your studies.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

CHARACTER STRENGTH PRUDENCE
www.viacharacter.org

HOW DID YOU FEEL THIS WEEK? 😊 😊 😊

WEEK 22

MIDDLE PLANNER PAGE 66 SENIOR PLANNER PAGE 66

SKILLS AND ACHIEVEMENT

PLANNING TIME TARGETS

Wellbeing Bank: to add to my Skills and Achievement by planning time targets to complete learning.

To continue to grow your learning abilities, an intelligent skill to master, is to plan time targets to complete tasks on time. An effective way to plan time targets is to use the Five E's of Learning thinking tool on the website. Describe how you currently plan time targets.

ENGAGE – Day 1, record due dates on Year Planner and in your phone. **Micro**, within 2 days – how does it connect with what you already know?
EXPLORE – **Mini**, within 3 days – plan your research approach and find resources.
EXPLAIN – **Short**, within 5 days – collect information under main points and use **TEEL** to write paragraphs for first draft.
ELABORATE – **Medium**, within 7 days – ask your teacher and family for feedback to improve vocabulary.
EVALUATE – **Long**, within 9 days – discuss with family/ friends and complete final.
 > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to plan time targets more intelligently?

- 1.
- 2.

MINDFULNESS ACTIVITY

Jelly Beans – close your eyes and ask a friend, who has a packet of jelly beans, to put one at a time in your mouth. Guess what the flavour of each one is. It's not a good idea to eat them all.

RESILIENCE BUILDER

With two friends choose a character from a book, a film or in real life and discuss what this person's top character strengths would be and the behaviours he/she showed to make you think this way.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

WELLBEING FITNESS CHALLENGE
 MUSIC MAGIC (see pages 10-11)

SKILLS AND ACHIEVEMENT

TIME TARGETS

Wellbeing Bank: to add to my Skills and Achievement through setting and sticking to time targets.

A more intelligent process, which will grow your academic abilities, is setting time targets to complete learning tasks, stage by stage. Another process, called drafting, which is involved in using time targets, is well worth mastering also. Describe how you currently set and use time targets.

For **Time Targets**, use the Five E's of Learning. **Engage**, **Explore**, **Explain**, **Elaborate**, **Evaluate** and use different colours for each stage.
Day 1, record due dates on Year Planner and in phone.
Micro, 2 days, how does it connect with what you already know?
ENGAGE, brainstorm ideas and obtain assessment criteria from your teacher.
Mini, 3 days, plan your research strategy.
EXPLORE, locate resources and begin your research.
Short, 5 days, collect information under main points.
EXPLAIN, develop sentences and then paragraphs using the "TEEL" Thinking Tool from website to assemble first draft.
Medium, 7 days, ask your teacher for feedback on first draft.
ELABORATE, analyse comments to improve phrasing/ vocabulary.
Long, 9 days, discuss interpretations with family/ friends.
EVALUATE, assess feedback and complete final.
 > Website: Five E's of Learning Thinking Tool, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to grow my academic abilities by setting and using time targets?

- 1.
- 2.

MINDFULNESS ACTIVITY

Jelly Beans – close your eyes and ask a friend, who has a packet of jelly beans, to put one at a time in your mouth. Guess what the flavour of each one is. It's not a good idea to eat them all.

RESILIENCE BUILDER

There will be times when different members of your peer and friendships groups are struggling to cope and encouraging them to use positive self-talk is a proactive way to help them overcome their troubles. With a friend describe five times this has happened and the positive self-talk you did or could have suggested.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

CHARACTER STRENGTH PRUDENCE
www.viacharacter.org

HOW DID YOU FEEL THIS WEEK? 😊 😊 😊



WEEK 23 – BRIGHT AND FUN TIMES

Parent Wellbeing: Have a photo 7 week by taking a photo on your mobile every day of something which makes you happy and full of positive emotions.

Being a teenager should be a most satisfying and enjoyable time in life. Safely negotiating new relationships, risk taking activities, having fun and learning about what their best possible self could look like are stimulating experiences.

Unfortunately, over one in four students, currently experience significant mental health issues during adolescence; it's ok to be serious about what they set out to do, but many students are becoming serious about themselves. The undue external pressure for ATAR results and peer expectations have been absorbed by them to become internal expectations and pressure. Also, for many of them, being connected to everyone else 24/7 leaves them with little time to connect with themselves; they don't do solitude well.

Humour is a wonderful tonic for students to lighten up. It creates opportunities to look on the bright side of life, have fun and laugh, which boost positive emotions that nurture feelings of optimism and hope for the future. Everyone has mirror neurons which imitate the expressions and emotions of those around us. Encouraging students to be on the lookout for the funny things in life, they can unconsciously use mirror neurons to benefit their and others' wellbeing through the release feel good brain chemicals into their bloodstream.

"A day without laughter is a day wasted." Saying

WEEK 24 – ACCEPTING AND LEARNING FROM OTHERS

Parent Wellbeing: Reflect on: Reliability – can people depend on you? Openness – can people expect you to deliver both good and bad news? Competence – can people depend on what you produce? Compassion – do people feel you treat them with consideration and respect?

We live in great country, which has evolved from the input of many rich cultures. Each has brought its own special mix of traditions, rituals, foods, clothing, languages and many other valuable perspectives. Open-mindedness to accept difference as part of life, is a strength which requires courage to use properly.

Community wellbeing and social connectedness relies very much on seeking first to understand different cultures before passing judgement. Students build these understanding through listening, observing and asking questions to learn more. We can learn a lot by watching preschool children from many cultures playing together at day care and at kindergartens. They accept, play with and learn from each other as equals; no judgements being made.

In Australia there are about 90 different cultures and in New Zealand about 75. Both of our nations are in a constant state of cultural change and accepting difference and diversity will see both countries continue to prosper. The essential element for personal growth is for students to look at different cultures through the lenses of their top strengths. This will enable them to look for what is good and right about what they see and experience. Doing this will see their wellbeing thrive and flourish.

"Understanding advances by steps, not by leaps." Lord Macaulay

WEEK 23

MIDDLE PLANNER **PAGE 68**

EXERCISE AND VITALITY

HAPPY FUN TIMES

Wellbeing Bank: to strengthen my Exercise and Vitality by laughing and having fun to feel positive emotions. Enjoying happy fun times with family and friends, creates positive emotions in all of you, which releases feel good brain chemicals into your bloodstream. These feelings are contagious and spread to others and together you all look on the bright side of life for what is good. Your mirror neurons are at work copying happy body language. Describe how you currently enjoy happy fun times.

Humour is a wonderful character strength, which creates feelings of optimism and hope for the future, which in turn lifts your and others' states of wellbeing. Just be careful not to overuse it in class. Laughing and having fun also nurtures trusting and sharing relationships and increases blood flow around your body to relax you. It also strengthens your immune system, clears your mind and enables your brain and body to exercise together.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to enjoy happy fun times more?

1. _____
2. _____

MINDFULNESS ACTIVITY

Cold Feelings – hold a piece of ice or put it in your mouth. Describe the feelings your hand, fingers, mouth and tongue have. Is it melting?

RESILIENCE BUILDER

Your younger brother in Year 7 is a negative thinker always seems to look for what is wrong in everything he looks at and what can go wrong with it. What strategies could you use to assist him to become an optimistic thinker and who could you seek help from to achieve this?

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH
HUMOUR
www.viacharacter.org

STRENGTHS BOOSTER
MOVIE STRENGTHS (see pages 8-9)

SENIOR PLANNER **PAGE 68**

EXERCISE AND VITALITY

BRIGHT AND FUN FEELINGS

Wellbeing Bank: to add to my Exercise and Vitality through enjoying fun and happy times often with family and friends. Humour is a wonderful character strength which creates uplifting spirals of positive emotions and optimism and hope in others and you. Through mirror neurons, which copy the feelings and expressions of those around you, laughter and fun become contagious for all involved. Describe how you currently enjoy fun and happy times.

When you have happy and fun times with others, you are also tapping into the resilience skill, reaching out for social-connectedness, which builds your state of wellbeing through developing trusting relationships. The key is to deliberately aim to mix with optimistic people. When laughing and having fun, you can't help but look on the bright side of life and for what's good in what you are doing. This nudges your mindset along the mindset continuum to be more growth orientated, enabling you to challenge your best possible self. But, be careful not to overuse humour in class. Benefits of humour include the release of feel good brain chemicals into your bloodstream, a strengthened immune system and reduced stress pressures.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to enjoy more humour in my life?

1. _____
2. _____

MINDFULNESS ACTIVITY

Cold Feelings – hold a piece of ice or put it in your mouth. Describe the feelings your hand, fingers, mouth and tongue have. Is it melting?

RESILIENCE BUILDER

A strategy which lifts the spirits of others who are not coping is to send them a positive and encouraging text letting them know you are thinking of them. With a friend make up six short texts you could send.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH
HUMOUR
www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

☹️
😊
😊

WEEK 24

MIDDLE PLANNER **PAGE 70**

MEANING AND PURPOSE

ACCEPTING & LEARNING FROM OTHERS

Wellbeing Bank: to add to my Meaning and Purpose by learning about and accepting different cultures. Communities thrive and flourish when they accept and respect individual and group differences, such as, a variety of cultures, disabilities, skills, shapes, sizes and abilities. The great thing is, that we all bring our own special something to share to help our communities grow; expect it and respect it. For example, in Australia there are about 90 nationalities and about 75 in New Zealand, making both countries multicultural and we are developing from their rich and varying input. When you enjoy a healthy state of wellbeing, you are willing to learn from others because they matter and you talk about issues, topics and events, not other people. Describe how you currently accept and learn from differences in others.

Social-connectedness within our communities is about seeking first to understand others before making judgements about them.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to learn more about and accept others' differences?

1. _____
2. _____

MINDFULNESS ACTIVITY

Winning Lotto – imagine you have just won a million dollars in lotto. Describe your feelings, what you would do and how it would change your life.

RESILIENCE BUILDER

When you have an ethical dilemma, with a friend brainstorm at least five things you would need to consider to make a good decision and the emotions you would have to be in charge of, e.g. will it be honest, fair, safe?

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH
HUMILITY
www.viacharacter.org

WELLBEING FITNESS CHALLENGE
ADVENTURE EAT (see pages 10-11)

SENIOR PLANNER **PAGE 70**

MEANING AND PURPOSE

ACCEPTING CULTURAL LEARNING

Wellbeing Bank: to develop my Meaning and Purpose through learning about and accepting a diversity of cultures. To live a fulfilling and meaningful life, make a point of always seeking first to understand other people's perspectives, before making judgements about them. A key resilience skill is to strive to build social-connectedness with other people and to learn from them because they matter. When you possess a healthy state of wellbeing, you talk about issues, topics and events, not other people; cultural diversity is one of those issues. There are about 200 nations in the world and each has their own culture of family structures, traditions, social customs, diets, types of housing, language, beliefs, freedoms of speech and core values they live by. Describe how you currently learn from and accept other cultures.

In Australia there are about 90 nationalities and about 75 in New Zealand and as such, both of our cultures are developing from the rich input of these different cultures; expect it and respect it. Positive and trusting relationships are the glue which hold our communities together through accepting and valuing social and cultural differences.

> Website: Acceptance and Tolerance activity sheet, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to understand and learn from other cultures?

1. _____
2. _____

MINDFULNESS ACTIVITY

Winning Lotto – imagine you have just won a million dollars in lotto. Describe your feelings, what you would do and how it would change your life.

RESILIENCE BUILDER

To build your capabilities to show empathy for the needs and feelings of others. Complete the activity on the website – Why Show Empathy? Also, to build self-compassion, write down what your needs and feelings currently are.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH
HUMILITY
www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

☹️
😊
😊



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
 The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 25- BEING ASSERTIVE

Parent Wellbeing: To become your best possible self, spend at least 30 minutes every day in a chilling place away from home and school, to make the emotional transition between the two; called the **Third Space**. Brainstorm five places that could work for you. (Acknowledgement: Adam Fraser)

Risk taking is part of adolescence and students need to learn how to say no if they don't want to participate. Working against them having the strength to say no is their overwhelming need to stay socially connected to their group of peers and friends. Many teenagers often much prefer loyalty to the group over what they know is the safe and right thing to do, meaning they may be timid in standing up to group.

To address this situation, an effective strategy is to teach students how to use their strengths to speak assertively to say what they want to happen in a clear, firm and respectful way so others are in no doubt of what they mean and intend to do.

The following is a guide of how to use assertive language which wins peer attention and respect:

- say what concerns you – *"I think someone could get hurt doing this."*
- say how you feel – *"I feel very unsafe being involved in this."*
- say what you want to happen – *"I am not doing this and don't want any of you to do it either."*

Two types of language which don't work in these situations are aggressive/threatening and submissive/yielding.

"Great minds have purposes, others have wishes." Washington Irving

WEEK 26 – FLOW: IN THE ZONE

Parent Wellbeing: A skill of social-emotional resilience is having optimism and hope for the future. Describe a time you have felt this and what you could do to feel it more often. (Acknowledgement: Rievich and Shatte)

Have you been involved in activities where you become so immersed that you lose track of time and you are totally engaged in the challenge you have? If so, what are you feeling? Is it enjoyable? Are you able to think of anything else when you are in this state? If you haven't had such experiences, google Chris Bliss, to see him in the state described above, which is called flow.

The ever-present nature of electronic communication, means many students have fractured attention; they find it almost impossible to deeply engage themselves because they are always awaiting another message. Teaching them to focus on how to pay attention to what they are meant to pay attention to is skill will enable them to experience flow. The first step is for them to put their mobiles on flight mode for 4 or 5 periods of 15 minutes every day.

Also, providing them with a wide range of learning activities will enable them to focus on using their skills to engage in overcoming challenges. This will develop the resilience skills of regulating their emotions and flexible thinking. The level of the challenge needs to be little beyond their current skills to stretch their brains' abilities.

"Little minds are interested in the extraordinary; great minds in the commonplace." Elbert Hubbard

WEEK 25

MIDDLE PLANNER

PAGE 74

SENIOR PLANNER

PAGE 74

STRENGTHS AND EMOTIONS
FIRM AND ASSERTIVE

Wellbeing Bank: to add to my Strengths and Emotions by learning to speak firmly and assertively.
 Risk-taking is an activity that young people of your age often engage in when together. There will be times when you don't want to join in and need to get that message across to your friends, firmly and assertively so they are in no doubt of how you feel and your intentions.
 Describe how you currently do this and what do you say?



To be firm and assertive, say what concerns you, how you feel and what you want to happen. Practise saying it to yourself, so you are ready to say it when you need to, for example, "I don't think this is a safe thing to do, I feel uncomfortable and I am not joining in."
 Use your strengths to avoid speaking in the following ways:
 Aggressively – threatening and non-respectful
 Timid – indirect and lacking effort.
 > Website: Assertive Language activity sheet, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to practise being firm and assertive for when I need to be?

1.
2.

MINDFULNESS ACTIVITY

Gratitude Thoughts – think of a person who has done something special for you. What would you say to thank them, how would it make them feel and how would you feel?

RESILIENCE BUILDER

To make good decisions, there are certain strengths which definitely help you and there are certain emotions you have to be in charge of. With a friend choose five helpful strengths and five emotions to be aware of and your reasons for your choices.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

STRENGTHS BOOSTER

SPORTING STRENGTHS (see pages 8-9)

CHARACTER STRENGTH HONESTY
www.viacharacter.org

STRENGTHS AND EMOTIONS
BEING ASSERTIVE

Wellbeing Bank: to build my Strengths and Emotions through making my intentions clear by using assertive language.
 The party circuit, peer pressure situations and risk-taking activities are a reality for most students in the senior years. To ensure that you navigate all of these potential icebergs safely, it is important for you to be able to make yourself understood clearly and firmly.
 Being Assertive is when you say what you want to say in a firm, clear and respectful way, so that others are in no doubt about what you think, how you feel and what you want to happen. For example, *Tim is driving too fast, and I want him to stop, so that I can take a taxi.*
 Brainstorm situations that could arise and practise being assertive, to prepare yourself should they happen.
 There are several other approaches which are not effective in getting your message across. They are:
 > Aggressively is when you speak in a threatening and non-respectful way
 > Timid is when you really don't make any sort of effort or are indirect
 > Texting is when you text to avoid personal contact.
 > Website: Assertive Language activity sheet, Wellbeing Builder Reflection.



ACTIONS

What are two things I will start doing to practise being assertive for when I need to be?

1.
2.

MINDFULNESS ACTIVITY

Gratitude Thoughts – think of a person who has done something special for you. What would you say to thank them, how would it make them feel and how would you feel?

RESILIENCE BUILDER

Compile a "Things to do" list containing "Must do's" and "Should do's" every night for five school days in a row. Use your top five strengths to make it work. Was it an effective strategy and why? Describe how you can build this strategy as a growth mindset habit.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

HOW DID YOU FEEL THIS WEEK?



MIDDLE PLANNER

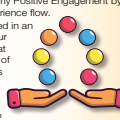
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SENIOR PLANNER

PAGE 76

POSITIVE ENGAGEMENT
FLOW: IN THE ZONE

Wellbeing Bank: to develop my Positive Engagement by creating opportunities to experience flow.
 Have you ever been so involved in an activity that you used all of your concentration to focus on what you were doing, lost all sense of time and felt positive emotions pumping through you?
 If so, describe the activity you were doing and what were you feeling and thinking?



What you were experiencing is being in a state called flow, also called being in the zone. Flow can occur in sport, music, learning, leisure and hobbies.

Flow is often about achieving mastery in an activity and use the 3Fs process to experience it:

- Focus on paying attention to what you are meant to be paying attention to
- Feedback: learn from others who have travelled this path before
- Fix your mistakes by learning more intelligent approaches.

Google Chris Bliss to see him in a state of flow juggling. Acknowledgement: Mihaly Csikszentmihalyi and Anders Ericsson

> Website: Flow activity sheet, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to grow my abilities to experience a state of flow?

1.
2.

MINDFULNESS ACTIVITY

Letter To Me – write yourself a 100 word letter describing what you are going to become as a person this year and how you are going to achieve it. Read it in a month; how have you started to do this?

RESILIENCE BUILDER

When you look at things negatively, you are looking for what is wrong or could go wrong. It creates negative self-talk in your head which pulls you down and makes achieving what you set out to do very difficult. With a friend describe a time you have seen someone else or yourself fall into negative self-talk.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

WELLBEING FITNESS CHALLENGE

BRAIN STRETCH (see pages 10-11)

CHARACTER STRENGTH ZEST
www.viacharacter.org

POSITIVE ENGAGEMENT
ENGAGEMENT AND FLOW

Wellbeing Bank: to boost my Positive Engagement through creating opportunities to experience total engagement and flow.
 Being in a state called flow, is when you are totally engaged in something challenging you are doing, are full of positive energy and you lose track of time. You can see flow occurring when you watch champion athletes competing or brilliant musicians performing; they are totally in the zone.
 Google Chris Bliss to see him in a state of flow juggling.
 Describe a time you have experienced flow. What were you thinking and was it enjoyable?



Flow situations often occur when you are focused on achieving mastery in a personal or academic pursuit. You have a challenge to overcome, you are connected to the moment and you are using your strengths to make your skills match the challenge. The process you're going through is the 3Fs:

- Focus your attention to know what you are trying to accomplish
- Feedback to learn about your current situation to extend it further
- Fix it by connecting what you learnt to grow your expertise.

Beware of the shadow side of flow, such as excessive social media. Acknowledgement: Mihaly Csikszentmihalyi

> Website: Flow activity sheet, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to grow my abilities to experience a state of flow?

1.
2.

MINDFULNESS ACTIVITY

Letter To Me – write yourself a 100 word letter describing what you are going to become as a person this year and how you are going to achieve it. Read it in a month; how have you started to do this?

RESILIENCE BUILDER

Feeling in charge of you, is a great way to live. On your bedroom wall put up five emotions that you need to keep an eye on being in charge of and five positive personal descriptors that you would like to show every day.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

HOW DID YOU FEEL THIS WEEK?





WEEK 27 – BELONGING AND CONNECTED

Parent Wellbeing: Achieving something requires combining the following internal and external components: self-belief, intrinsic motivation, positive engagement, hope, character strengths and process praise. For each of these describe how effective you are.

The single biggest influence on people having a healthy state of wellbeing is to experience positive emotions through having a strong feeling of social connectedness; they feel they belong. Having strengths for relationships weeks every term, provides students, parents and teachers with opportunities to share and care with each other. Building wellbeing through frequent little positive actions is the key to the school community looking to the future with hope.

These actions include welcoming gestures, smiles, hellos, pats on the back, friendly texts, saying thank you and sorry, asking how they are feeling, giving compliments, doing five minute mindfulness activities, using positive self-talk, doing selfless acts of kindness, sharing their strengths to help someone overcome a challenge, choosing two positive personal descriptors to live by each week, spotting different ways of thinking in themselves and others, monitoring their and others' emotions, using assertive language when they need to, recognising when they need to seek help and doing the wellbeing fitness challenges and strengths boosters.

It's about broadening their and our attention to the present moment. We can achieve this by instilling in the school community's members a belief that they and others matter and showing it in our every thought word and action.

"Patience and vision are the answer to any decision." Verka Paunovska

WEEK 28 – T.E.E.L. PARAGRAPH STRUCTURE

Parent Wellbeing: Your self-belief is built upon you mastering things and this relies on you setting goals to achieve, called creating willpower and waypower. Describe how you currently set goals and what you could do to how you do this. (Acknowledgement: Rievich, Shatte and Synder)

The ability to construct well structured and logical paragraphs enables students to clearly express the message they wish to convey in what they are writing about. The T.E.E.L. method builds this capability and there is a T.E.E.L. Thinking Tool on the website which will assist in using it.

All too often, students may have investigated a topic or created a story very well, but through their inability to construct meaningful paragraphs, their efforts are not rewarded. A step by step intelligent plan to follow creates new brain pathways which become faster and stronger every time they use it, which enables them to confidently and capably construct paragraphs.

T.E.E.L. stands for:

- **TITLE** – the first or topic sentence explains to the reader what the paragraph will be about
- **EXPLANATION** – expand on the Title sentence and discuss your thoughts, reasons and arguments about the topic
- **EVIDENCE** – provide support for your thoughts and reasons as proof to the reader
- **LINK** – one or two sentences relating back to the Title or topic sentence.

T.E.E.L. is also a very effective strategy to use when reviewing their notes and revising for assessment tasks and tests, because it organises and codes learnt material logically in students' minds.

"Well done is better than well said." Benjamin Franklin

WEEK 27

MIDDLE PLANNER **PAGE 78**

SENIOR PLANNER **PAGE 78**

RELATIONSHIPS AND OPTIMISM

BELONGING AND CONNECTED

Wellbeing Bank: to strengthen my Relationship and Optimism by feeling a sense of belonging and social connection.

Feeling a sense of belonging and social connection is a key resilience skill and the number one factor in you being happy.

The positive emotions you feel from being with others, broadens your attention and builds your engagement to be more creative in overcoming your challenges. Describe how you are currently connected and feel you belong.

Socially connected people who feel they belong are healthier and experience less anxiety, more likely to achieve their goals, grateful and think others feel that they matter and their positive attitudes rub off to make others feel happier too.

Neuroscience has discovered that we have mirror neurons, which copy the feelings and expressions of others. When someone smiles at you, it's almost impossible not to smile back but beware that they also copy negative feelings and expressions.

Acknowledgement: Giacomo Rizzolatti
> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to add to my sense of belonging and feeling social connection?

1. _____
2. _____

MINDFULNESS ACTIVITY

The Good Stuff – describe times in your life when you felt great joy, real pride and total fulfilment in what you did.

RESILIENCE BUILDER

When you realise you are using negative self-talk, it is important to contest it with positive self-talk, e.g. *this is too hard for me, contest it with, I'll try a new approach to overcome this.* With a friend say negative self-talk, and then practise contesting it with positive self-talk.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH LOVE

www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

RELATIONSHIPS AND OPTIMISM

A SENSE OF BELONGING

Wellbeing Bank: to add to my Relationships and Optimism through feeling a sense of belonging in my life.

Neuroscience studies have revealed that when people lack a sense of belonging and social connectedness, that it affects the same part of their brain as when they feel physical pain. Never underestimate the power of being with others, particularly in person.

Feeling that you belong is essential for you to enjoy a healthy state of wellbeing. Furthermore, striving to build social-connectedness with others is a key skill to possess to be resilient.

Describe your current feelings of being socially connected and belonging.

Should there be times when you feel socially isolated or left out, say something kind to another person and feel mirror neurons reflecting their positive feelings to lift your spirits. Other people are the best antibodies when you feel fat.

Feeling a sense of belonging generates positive emotions which broaden your ability to think creatively and build your engagement with the present moment and yourself.

You will enjoy better physical and mental health and be more likely to achieve what you set out to do.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to increase my sense of belonging and connectedness to others?

1. _____
2. _____

MINDFULNESS ACTIVITY

The Good Stuff – describe times in your life when you felt great joy, real pride and total fulfilment in what you did.

RESILIENCE BUILDER

Optimistic thinkers look for what is right in what they are doing to inspire themselves to generate and seek new strategies to persist with to overcome challenges. They use positive self-talk. Describe three times you have changed your thinking and approaches to overcome a challenge or setback; how did you feel?

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH LOVE

www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

WORKING STRENGTHS (see pages 8-9)

WEEK 28

MIDDLE PLANNER **PAGE 80**

SENIOR PLANNER **PAGE 80**

SKILLS AND ACHIEVEMENT

T.E.E.L. PARAGRAPHS

Wellbeing Bank: to develop my Skills and Achievement by learning how to write quality paragraphs.

Writing a high quality paragraph is a difficult thing to do and as such, you need to learn more intelligent ways to do so.

T.E.E.L. is a dependable method to achieve this and stands for Title, Explanation, Evidence, Link.

Use T.E.E.L. for paragraphs in the main essay body, not for introductory and concluding paragraphs.

How do you currently build paragraphs?

Title – the first sentence explains what the paragraph will be about: • not too long.

Explanation – expand on Title sentence to discuss your thoughts about it: your reasons and arguments.

Evidence – provide support for your thoughts, reasons and arguments: for an argumentative essay, your supporting evidence would be trends and statistics; for books, your supporting evidence would be quotes from and references to the book.

Link – one or two sentences relating back to the Title sentence: not too long.

> Website: Paragraph Building: T.E.E.L. Thinking Tool, Wellbeing Builder Reflection.

What are two things I will start doing to write high quality paragraphs?

1. _____
2. _____

MINDFULNESS ACTIVITY

Changing Names – if you were to change your first and surnames, describe what your new names would be, why you chose them and how you would act and feel.

RESILIENCE BUILDER

When you look at things positively, you are looking for what is right and good. This creates positive self-talk which is uplifting and broadens your attention to make the most of opportunities. With a friend describe a time you have seen someone else or yourself use positive self-talk.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH CREATIVITY

www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

SKILLS AND ACHIEVEMENT

T.E.E.L. PARAGRAPH STRUCTURE

Wellbeing Bank: to add to my Skills and Achievement through effectively using the TEEL Paragraph Structure.

The TEEL structure is an intelligent and dependable way to create well-structured paragraphs, enabling you to experience academic growth.

TEEL stands for Title, Explanation, Evidence, Link and it's for paragraphs in the main body of the essay, not for the introductory and concluding paragraphs.

See the T.E.E.L. Thinking Tool on the website, which is also an effective method for revising. Describe how you currently construct paragraphs.

TEEL structure is:

Title: the Title sentence is not too detailed or long and explains to the reader what the paragraph will be about.

Explanation: expand on the Title sentence, discuss your thoughts about it and explain your reasons and arguments.

Evidence: provide support for your thoughts, reasons and arguments as proof:

- if you are writing an argumentative essay, your supporting evidence would be trends and statistics
- if you are writing about a book you are studying, your supporting evidence would be quotes from and references to the book.

Link: one or two sentences relating back to the Title sentence, but not too detailed or long.

> Website: Wellbeing Builder Reflection.

What are two things I will start doing to construct well-structured paragraphs?

1. _____
2. _____

MINDFULNESS ACTIVITY

Changing Names – if you were to change your first and surnames, describe what your new names would be, why you chose them and how you would act and feel.

RESILIENCE BUILDER

Negative thinkers look for what is wrong in what they are doing and with a fixed mindset keep doing the same things and eventually give up. They use negative self-talk. Describe a time you have been in this position and how did it feel? What are two things you could have done to turn the situation around?

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH CREATIVITY

www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

HIDDEN PEOPLE (see pages 10-11)



COMMUNITY NOTICES

The following information is presented as a service to parents/guardians, however Mount Lawley SHS does not recommend, endorse or promote these providers.

All things Parenting

West Leederville

July 2019

WEST LEEDERVILLE BRANCH

Mums Raising Boys

Mon 1 Jul 6.30-9pm \$30 per person

Mothers, who are usually their son's primary female role model, play a vital part in developing their son's identity, including their ability to be nurturing. This session includes building confidence and competence in sons and setting boundaries.

Fathering after Separation

Tues 2 Jul 6.30-9pm \$30 per person

It's important for fathers to distinguish between their parenting role and their relationship break-up. This Session will help you develop parenting skills that are responsive to your children's needs as they find their way through the family separation, and to assist you find helpful ways to stay in contact with your children.

Dads Raising Girls

Wed 3 Jul 6.30-9pm \$30 per person

Find out how to build a rewarding father-daughter relationship. As the primary male role model in a girl's life, Dads play an important role in the development of their self-concept and self-esteem. This can often affect how their daughters relate to others, particularly to boys and men in the future.

Successful Single Parenting

Wed 24 Jul 6.30-9pm \$30 per person

If you are a single parent and are well through that initial relationship break-up stage, this course will provide strategies that will help you develop a close and special relationship with your child. Parenting alone is different in many ways compared to a two-parent household and can have its difficulties and challenges. Whatever the challenges it is important to live your life in ways that show your children you are happy. *(Those still going through a relationship breakdown are advised to attend Parenting after Separation first.)*

Mums Raising Teenage Boys

Mon 29 Jul 6.30-9pm \$30 per person

For teenage boys the relationship they have with their mother has long term implications and this is at the heart of this session. This includes how they relate to others, particularly to girls and women.

Emotion Coaching your Child

Tue 30 July 6.30-9pm \$30 per person

After many decades of research it has been found that one of the most useful skills and awareness a parent can give is 'emotional intelligence'. This means helping their child to recognise what they are feeling and why. We explore the most helpful way of responding to a child to help them to learn how to regulate their own emotions.

Places are limited – please contact (08) 6164 0239 to register today

For more information about our courses and workshops, please click [here](#) or visit www.relationshipswa.org.au



COMMUNITY NOTICES

The following information is presented as a service to parents/guardians, however Mount Lawley SHS does not recommend, endorse or promote these providers.

A Black Swan Collaboration With WA Youth Theatre Company

Medea

by **Kate Mulvany and Anne-Louise Sarks**
Original concept by **Anne-Louise Sarks** after **Euripides**

8 – 25 AUGUST 2019

Studio Underground, State Theatre Centre of WA

Locked in their bedroom, two brothers play games to pass the time, as siblings do. Off-stage, their parents are having a very famous showdown. A radical update on a classic Greek myth that puts one of history's most notorious family breakdowns under the spotlight. Recommended 15+

Contains adult themes.

Bookings at bsstc.com.au

Look forward to seeing you at the theatre.



PLAYERS WANTED

FOR THE UPCOMING BASEBALL SEASON 2019/2020

JOIN THE MOST SUCCESSFUL BASEBALL CLUB IN WA

LITTLE LEAGUE: Under 13s

Fees \$250.00
If players are still playing T Ball, fees are only \$150
9 to 12 years old inclusive
Born between 1/9/2007 - 31/8/2011

PERTH BASEBALL CLUB

JNR. & INTER. LEAGUE: Under 15s

Fees \$250.00
12 to 14 years old inclusive
Born between 1/9/2005 - 31/8/2007

SENIOR & BIG LEAGUE: Under 19s

Fees \$250.00
15 years to 18 years old inclusive
Born between 1/9/2001 - 31/8/2005

POSTAL ADDRESS

44b Hardcastle Ave, Landsdale WA 6065

F A C E B O O K

PERTH BASEBALL CLUB

FOR FURTHER INFORMATION PLEASE CONTACT ROS OLIPHANT 0400 123 220 OR ROSOLIPHANT@BIGPOND.COM



New players to bring a copy of their Birth Certificate. 10% discount applies if more than one family member is registered. Fees can be paid by cash, cheque, credit card and Direct deposit BSB 036000 A/C 229870 (name as ref). All club merchandise will be available to purchase on the day.

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